

TCRWP Informational Reading and Writing Rubric-Kindergarten

Kindergarten Reading Rubric Assessing Task 2	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p><i>R. Standard K.1</i> With prompting and support, asks and answers questions about key details in a text.</p> <p>With prompting and support, responds through writing, drawing and in interviews to questions about key details in the book “Amazing Plants.”</p>	<p>Through writing, drawing and dictation, may include information connected to the general topic (“plants”) but does not capture any key details from the book “Amazing Plants” in writing, drawing, or in interviews.</p> <p>(ex: I like watermelon.)</p>	<p>Through writing, drawing and dictation, includes at least one key detail explicitly stated or implied in the text. (Teacher may note direct copying from text.)</p> <p>With prompting in an interview, student demonstrates a partial or inaccurate understanding of the details included.</p> <p>(ex: Birds get stuck in cactus.)</p>	<p>With prompting and support, asks and answers questions about key details in a text.</p> <p>Through writing, drawing and dictation includes key details from the text. Student demonstrates through his/her writing and drawing and through prompting in an interview, an accurate understanding of the details included.</p> <p>(ex: Birds can live in cactus.)</p>	<p>Without individual prompting, student demonstrates, through his/her writing and drawing, an accurate understanding of several key details, asking and answering the question: what information is this text teaching us?</p>

Kindergarten Scoring Guide: Reading Task

Looking across all of the child’s writing, drawing and dictated writing about “Amazing Plants,” decide which of the four levels described above best represents the majority of the child’s work.

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Kindergarten Writing Rubric Assessing Task 3	<u>Level 1-</u> Novice	<u>Level 2-</u> Intermediate	<u>Level 3-</u> Proficient	<u>Level 4-</u> Above Proficient
<p>Structure/Focus-Sense of Genre</p> <p><i>W. Standard K.2</i> <u>Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about</u> and supply some information about the topic.</p>	<p>Makes marks or a picture or a collection of pictures that may be non-representational.</p> <p>In writing or interviews about the picture/s, may tell a made-up story about the topic, indicating a novice understanding of the information genre; drawing/writing may not match oral accounts of topic.</p>	<p>Uses a combination of representational drawings, oral language, and attempts at writing to tell about a topic, but some pieces of information may be off-topic.</p> <p>When prompted to say what he/she is writing about, oral accounts may provide more cohesion than the product.</p>	<p>Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about.</p> <p>Through titles, headings or captions, or in interviews, clearly names the information on each page or the bigger topic of the book.</p> <p>Most information is clearly connected to a consistent topic.</p>	<p>Either through a title at the top of the first page, or through creating a cover page, clearly names a topic that encompasses all the information the writer has included.</p> <p>May gesture towards a conclusion: a last page that offers a bigger idea or message about the topic.</p>
<p>Elaboration – Supplying and Organizing Information</p> <p><i>W. Standard K.2</i> Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and <u>supply some information about the topic.</u></p>	<p>Includes what appears to be a random collection of marks, pictures, and/or writing; or produces only a single page.</p> <p>Interviews show that the information is loosely, if at all, connected to the larger topic, if a larger topic is named.</p>	<p>Through drawing and writing, includes some details, facts, or other information that relate to the topic.</p> <p>Oral accounts are more elaborated than the writing itself. Some pages repeat information or veer off-topic.</p>	<p><u>Supplies some information about the topic.</u></p> <p>Writes and draws information about the topic across pages. Each page contains a picture and some writing (or dictated writing) that teaches the reader about the topic.</p>	<p>Offers more detail on some or all pages: information supports the topic and is conveyed either through diagrams with multiple annotations or multiple sentences of writing.</p> <p>May gesture towards organizing information into categories.</p>

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Kindergarten Writing Rubric Continued	<u>Level 1-</u> Novice	<u>Level 2-</u> Intermediate	<u>Level 3-</u> Proficient	<u>Level 4-</u> Above Proficient
Print Concepts	<p>Child may produce a picture(s), but there is not yet an accompanying written text, not even a string of approximated letters.</p> <p>When asked to do so, the child “reads” the text, telling about the items in the picture(s), demonstrating an understanding that the pictures carry meaning.</p>	<p>The text includes approximated written words, indicating an understanding of the directionality of English. This includes some labels on drawings and writing underneath the pictures.</p> <p>The child ‘reads’ his or her writing, demonstrating an understanding that the writing carries its own specific meaning.</p>	<p>The writing shows a grasp of directionality and a sense of word, with letters generally representing each dominant sound in a word and with spaces between many of the words.</p> <p>The child can point to words as he or she reads, demonstrating a grasp of one-to-one correspondence.</p>	<p>The writer writes with directionality, a sense of word, and a command of enough high frequency words and enough onsets and rimes that readers can generally read the writing.</p>

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Kindergarten Scoring Guide: Writing Task

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.

For each response in column two, students receive two points.

For each response in column three, students receive three points.

For each response in column four, students receive four points.

Scoring Table:

Number of Points	Scaled Score
No response	0
1-4 points	1
5-7 points	2
8-10 points	3
11-12 points	4